

Lesslie Elementary

250 Neely Store Road
Rock Hill, SC 29341

Grades	K-5 Elementary School	
Enrollment	520 Students	
Principal	Seberina Myles	803-981-1910
Superintendent	Dr. Randy Bridges	803-981-1000
Board Chair	Bob Norwood	803-981-1000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	52	24	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

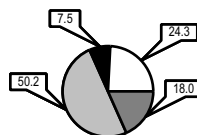
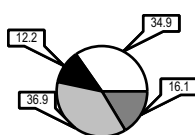
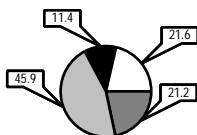
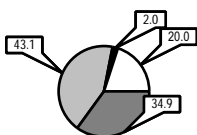
English/Language Arts

Mathematics

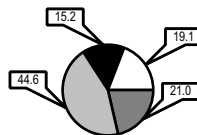
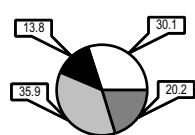
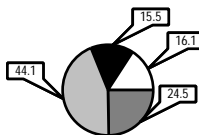
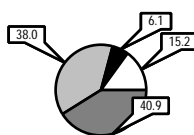
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	282	100.0	20.0	43.1	34.9	2.0	45.9	Yes	Yes
Gender									
Male	149	100.0	25.7	41.9	30.9	1.5	40.4		
Female	133	100.0	13.4	44.5	39.5	2.5	52.1		
Racial/Ethnic Group									
White	222	100.0	13.7	45.9	38.0	2.4	49.3	Yes	Yes
African American	52	100.0	46.5	27.9	25.6	0.0	32.6	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	234	100.0	15.5	41.8	40.8	1.9	52.6		
Disabled	48	100.0	42.9	50.0	4.8	2.4	11.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	282	100.0	20.0	43.1	34.9	2.0	45.9		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	19.3	43.0	35.7	2.0	46.6		
Socio-Economic Status									
Subsidized meals	130	100.0	33.9	49.5	15.6	0.9	24.8	Yes	Yes
Full-pay meals	151	100.0	9.6	38.4	49.3	2.7	61.6		

Mathematics – State Performance Objective = 36.7%									
All Students	282	100.0	21.6	45.9	21.2	11.4	50.2	Yes	Yes
Gender									
Male	149	100.0	25.0	37.5	22.8	14.7	51.5		
Female	133	100.0	17.6	55.5	19.3	7.6	48.7		
Racial/Ethnic Group									
White	222	100.0	15.6	46.3	24.9	13.2	55.6	Yes	Yes
African American	52	100.0	46.5	41.9	7.0	4.7	27.9	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	234	100.0	16.4	45.5	24.4	13.6	57.7		
Disabled	48	100.0	47.6	47.6	4.8	0.0	11.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	282	100.0	21.6	45.9	21.2	11.4	50.2		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	20.9	45.8	21.7	11.6	50.6		
Socio-Economic Status									
Subsidized meals	130	100.0	33.0	46.8	15.6	4.6	34.9	Yes	Yes
Full-pay meals	151	100.0	13.0	45.2	25.3	16.4	61.6		

Abbreviations for Missing Data
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	282	100.0	34.9	36.9	16.1	12.2	28.2
Gender							
Male	149	100.0	37.5	31.6	18.4	12.5	30.9
Female	133	100.0	31.9	42.9	13.4	11.8	25.2
Racial/Ethnic Group							
White	222	100.0	27.3	41.0	17.1	14.6	31.7
African American	52	100.0	65.1	18.6	14.0	2.3	16.3
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	234	100.0	28.2	39.4	17.8	14.6	32.4
Disabled	48	100.0	69.0	23.8	7.1	0.0	7.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	34.9	36.9	16.1	12.2	28.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	33.7	37.3	16.5	12.4	28.9
Socio-Economic Status							
Subsidized meals	130	100.0	51.4	33.9	11.0	3.7	14.7
Full-pay meals	151	100.0	22.6	39.0	19.9	18.5	38.4

Social Studies							
All Students	282	100.0	24.3	50.2	18.0	7.5	25.5
Gender							
Male	149	100.0	27.9	42.6	18.4	11.0	29.4
Female	133	100.0	20.2	58.8	17.6	3.4	21.0
Racial/Ethnic Group							
White	222	100.0	20.0	51.7	20.5	7.8	28.3
African American	52	100.0	41.9	41.9	9.3	7.0	16.3
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	234	100.0	21.6	50.2	19.2	8.9	28.2
Disabled	48	100.0	38.1	50.0	11.9	0.0	11.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	282	100.0	24.3	50.2	18.0	7.5	25.5
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	276	100.0	23.7	50.2	18.5	7.6	26.1
Socio-Economic Status							
Subsidized meals	130	100.0	33.0	51.4	11.9	3.7	15.6
Full-pay meals	151	100.0	17.8	49.3	22.6	10.3	32.9

Abbreviations for Missing Data
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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	85	100.0	25.0	26.2	38.1	10.7	48.8
	4	92	98.9	13.6	51.1	34.1	1.1	35.2
	5	78	100.0	24.7	61.0	14.3	N/A	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	100	100.0	12.4	36.0	49.4	2.2	51.7
	4	89	100.0	35.4	36.7	26.6	1.3	27.8
	5	93	100.0	13.8	56.3	27.6	2.3	29.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	85	100.0	16.7	54.8	21.4	7.1	28.6
	4	92	100.0	18.0	39.3	23.6	19.1	42.7
	5	78	100.0	24.7	54.5	10.4	10.4	20.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	100	100.0	16.9	59.6	16.9	6.7	23.6
	4	89	100.0	30.4	40.5	20.3	8.9	29.1
	5	93	100.0	18.4	36.8	26.4	18.4	44.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	100	100.0	30.3	44.9	15.7	9.0	24.7
	4	89	100.0	49.4	30.4	12.7	7.6	20.3
	5	93	100.0	26.4	34.5	19.5	19.5	39.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	100	100.0	13.5	53.9	22.5	10.1	32.6
	4	89	100.0	29.1	48.1	17.7	5.1	22.8
	5	93	100.0	31.0	48.3	13.8	6.9	20.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 520)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Down from 3.4%	2.5%	3.0%
Attendance rate	97.0%	Up from 96.1%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.2%	Down from 8.3%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.2%	Up from 6.3%	2.6%	3.2%
Eligible for gifted and talented	10.6%	Up from 6.4%	18.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.6%	Down from 7.7%	7.9%	8.2%
Older than usual for grade	0.2%	Down from 0.6%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	43.2%	Down from 48.6%	53.7%	52.6%
Continuing contract teachers	86.5%	Down from 91.4%	84.4%	83.3%
Highly qualified teachers	94.4%	Up from 89.3%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	88.4%	Down from 90.4%	88.6%	87.0%
Teacher attendance rate	95.5%	Down from 96.3%	94.9%	95.0%
Average teacher salary	\$44,117	Up 2.0%	\$42,663	\$41,703
Prof. development days/teacher	9.7 days	Up from 6.5 days	12.3 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.3 to 1	19.7 to 1	18.8 to 1
Prime instructional time	91.5%	No change	90.1%	89.8%
Dollars spent per pupil*	\$5,600	Up 3.6%	\$5,941	\$6,242
Percent of expenditures for teacher salaries*	73.4%	Down from 73.7%	66.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	Down from Yes	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.6%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lesslie Elementary School is a rural school that serves 551 students in kindergarten through fifth grades. The PTO and School Improvement Council supported Lesslie staff, parents, and students by funding beautification projects in the school lobby, purchasing an additional piece of playground equipment, sending staff members to professional conferences, and organizing several family nights.

We continued our focus on literacy instruction by planning for an hour long uninterrupted literacy block each day. Teachers were assigned an instructional assistant trained in literacy strategies to assist with instruction during the literacy block. District Literacy Coaches provided instruction on Guided Reading strategies for teachers and assistants in grades 3-5. Approximately \$22,000 was raised through grant opportunities, PTO events, and school and district literacy initiatives to supplement the literacy program at Lesslie.

Student learning needs were also addressed through a year long study of Philip C. Schlechty's book, *Working on the Work*. Staff members participated in workshops hosted by district staff and trained school personnel. Teachers explored the process for designing engaging work which challenges all learners during these workshops.

Plans for the 2005-2006 school year include implementing Reading Workshop in grades 3-5 and Writing Workshop in grades k-2 through book studies facilitated by the District Literacy Coaches. The WOW framework will continue to be a major focus for staff development throughout the year.

Bart Smith, SIC Chairperson
 Sherri Lowder, Program Teacher

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	88	49
Percent satisfied with learning environment	100.0%	81.6%	93.6%
Percent satisfied with social and physical environment	100.0%	89.2%	91.5%
Percent satisfied with school-home relations	94.4%	79.3%	76.6%

*Only students at the highest elementary school grade level at this school and their parents were included.